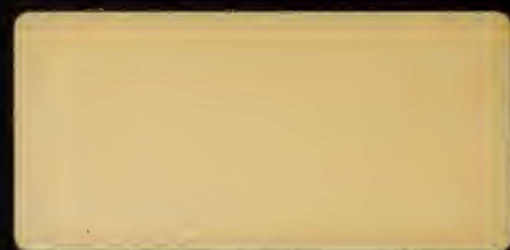


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Massachusetts ACORN

ACORN CHARTER SCHOOL APPLICATION

February 15, 1994

GOVERNMENT DOCUMENTS
COLLECTION

JUN 08 1994

University of Massachusetts
Depository Copy

Massachusetts Association of Community Organizations for Reform Now
1453 Dorchester Avenue, Dorchester, MA, 02122
(617) 436-7100

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Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

ACORN

Name of organization/group filing for charter school status

Contact Person Name:	Maude Hurd	
Signature:	<i>Maude Hurd</i>	Date: 2/12/1994
Title:	President	
Address:	60 Edson Street	
City:	Dorchester	
State:	Massachusetts	
Zip:	02124	
Telephone:	(617) 265-0849 or 436-7100	
Fax:	436-7848	

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15 th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

Name: ALAN D. BOOTH	Signature: Alan D. Booth	Date: 2/11/94
Address: 65 Bowdoin St City: Dorchester		State: MASS. Zip: 02124 Tel: (617) 825-7654
Name: Laudalia O'Bryan	Signature: Laudalia O'Bryan	Date: 2/11/94
Address: 75 Evans St. City: Dorchester		State: MA Zip: 02124 Tel: (617) 288-4232
Name: SUSIE M. COREN	Signature: Susie M. Coren	Date: 2-11-94
Address: 50 Evans St City: Dorchester		State: MA Zip: 02124 Tel: (617) 436-5885
Name: ANGIE L WILKESON	Signature: Angie L Wilkeson	Date: 2 11-94
Address: 199 Woodford Av City: Dorchester		State: ma Zip: 02124 Tel: 265-8232
Name: Maude Hurd	Signature: Maude Hurd	Date: 2/14/94
Address: 60 Edson St City: Dorchester		State: MA Zip: 02124 Tel: 265-0845
Name: Patricia Hurd	Signature: Patricia Hurd	Date: 2/14/94
Address: 60 Edson St. City: Dorchester		State: Ma. Zip: 02124 Tel: 282-9255
Name: Celecia M. Fields	Signature: Celecia M. Fields	Date: 2-14-94
Address: 15 Thelbourn Ave. City: Dorchester		State: MA Zip: 02124 Tel: 288-1801
Name: Bettye R. Ward	Signature: Bettye R. Ward	Date: 2/14/94
Address: 18 Crowell St City: Dor.		State: Ma Zip: 02124 Tel: 825-5764

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Charter School Application: Part I
ACORN School

1) Mission Statement:

ACORN understands fully the student-community relationship through our work with low and moderate income families on a range of other issues, including banking, housing, neighborhood development and loan counseling. We have therefore, undertaken the initiative of school improvement as it relates to the community we organize and serve.

It is our mission to forge a partnership with parents, community groups, city agencies, government bodies and the staff of neighborhood schools. Our mission states that we must improve schools in order to improve communities. We believe that those who run the schools and teach in them welcome all the resources, alliances and partnerships they can find to help them with their job. We know that families and community members are natural allies for school personnel. We have a track record for developing neighborhood schools where parents are valued and have input in school governance, curriculum, personnel and discipline policies.

ACORN takes the position that large urban school systems do not work for low and moderate income parents. They are, for the most part, huge factory warehouses where too many children, too few teachers and limited resources conspire to stymie creativity and prevent most meaningful active learning.

If huge impersonal schools do not work for children neither do they work for teachers and parents. The size of most urban high schools and many elementary schools is the single greatest deterrent to fostering a collegial atmosphere among teachers and parents.

We propose a small school (250-300 pupils) whose main goal would be the education of the students to community awareness, participation and improvement.

2) School Objectives:

A. and B. Our objectives (both academic and non-academic) are:

1. Personal - Commitment to self, to others (family, friends, neighborhood, community), to school and learning and to life and language.

- * Meeting challenges
- * Exploring possibilities
- * Taking risks

2. Social

- * Being able to confront others constructively
- * Being able to work together in small groups

- * Recognizing the value of family, friends, school community
- * Improving the physical condition of a community (political
 - Cleanliness
 - Services

3. Intellectual

- * Developing sophisticated communication skills
- * Developing Traditional Content Area Skills
- * Carrying out productive action with responsibilities that affect the welfare of others
- * Developing ability to function as a responsible and productive adult
- * Developing strategies for making use of information richness and information processing capabilities of the school's local environment

We have included the key elements and expectations of ACORN schools on three attached sheets.

C. An ACORN school is an integral part of the neighborhood and the neighborhood is an integral part of the school. Children will understand that improving the community environment is a crucial part of the school curriculum. The school will be run by a Board of Trustees that includes community members and is elected by both the parents of students at the school and by community residents. Social, health and police services will operate inside the neighborhood school itself and an important part of each student's responsibilities will be community service work.

3) Statement of Need:

A. Research has shown that schools are no better than the communities they serve and that communities are no better than the condition of their neighborhood schools. ACORN members who are parents and grandparents have also indicated concerns with their children's current schools and the busing program that has destroyed both the atmosphere of neighborhood schools and parents' ability to get involved in their children's schools.

B. Small community based schools with active participation of parents along with training and development for parents and non parent community members done by the charter school would focus on neighborhood concerns, city issues which affect the school, and state mandates required by the government.

4) School Demographics:

A. The ACORN school will be in a low or moderate income, minority neighborhood. We are considering developing it

within an already existing public school where the teachers and administrators are in agreement with the philosophy of the ACORN school.

B. This type of location was selected because ACORN has devoted time and resources to these communities by way of neighborhood action groups and loan counseling. ACORN has 2,300 members in eight organized neighborhood groups in Roxbury, Dorchester and Mattapan. ACORN members have improved city services in their neighborhoods by getting, among other things, the city to board up abandoned buildings, clean up vacant lots, put up safety signs and traffic lights at dangerous intersections and improve street lighting. ACORN members also fought for and won foot and bike police patrols in their neighborhoods, funding to establish the Grove Hall youth center and the creation of new mortgage products and loan funds designed to meet the needs of low and moderate income people and to increase investment by banks in these neighborhoods.

C. The ACORN school will primarily serve low and moderate income students. Children with special needs (physical, social and emotional) will be included in the student population and they would not be isolated. Those students who require specialty teachers would avail themselves of those services and there would be special after-school programs for them.

D. The ACORN school model is that of a small school learning environment. If it is an elementary or middle school, enrollment will be from 250 to 300 students. If it is a high school enrollment will be from 300 to 500 students.

E. Eventually the school would serve pre-school through 12th grade. There would be approximately 80 to 90 students in each grouping and these students would remain with the same teachers from pre-school to grade 2, from grade 3 to grade 6 and for grades 7 and 8, respectively.

5) Recruiting & Marketing Plan:

A. We will publicize the school through our local ACORN newsletter which reaches all of our members and is also dropped door to door in the neighborhoods we are organizing in. We will also publicize through the radio, community papers, flyers, posters, and would spread the word through announcements at neighborhood meetings and at area churches.

B. Our full time organizers currently spend 4 to 5 hours a day going door to door in the neighborhoods we organize, talking to people about their concerns and working to get them involved in fighting for changes. These organizers would at the same time let people know about the school and encourage them to either come to the ACORN office to find out more information about it or to come to one of the informational forums we will hold about the school. These forums will take place in the

community where the school exists and will be advertised using all of the earlier mentioned means. ACORN members will work through their churches to get announcements made about the school and to get flyers passed out. We will also use house meetings to get the word out. House meetings are something that every new ACORN member holds, inviting their friends, family and co-workers to their homes to find out more about ACORN and how they can get organized and win changes in their communities. We will also target social service offices for putting up flyers and posters about the school, these posters will also mention our plans for having branches of these social services offices at the school itself.

We are currently initiating a parent development component among our members, where interested parents are getting together regularly (initially semi-weekly, and then monthly) to talk about school issues and school related issues and to establish plans of action to address them. These meetings would also serve as a key outreach component for letting parents know about the school.

6) Admissions Policy:

A. Students must themselves choose to go to the school; as such they must understand and agree to the community service requirement. Parents must also understand and agree to the mission and standards of the ACORN school. A community boundary would also be established around the school and students in that area would in particular be encouraged to attend.

B. The ACORN school would not exclude children of any parent who has agreed to the standards of the school. If there are more children than space, first priority would go to children who live in the community boundary and then a lottery would be held. Given the school's mission to be a community school that teaches community awareness and responsibility, it is important that most of the students live in the area and that they choose to go to the school and understand its minimum community service requirement. However, any child in the city may attend the school.

7) Profile of Founding Coalition:

A. Boston ACORN is an affiliate of the Association of Community Organizations for Reform Now (ACORN), a national, neighborhood based, membership organization of low and moderate income people with chapters in 28 states and the District of Columbia. Founded in 1980, Boston ACORN has grown to a membership of over 2300 families based in eight geographically distinct neighborhood groups. Through doorknocking and house meetings, community residents form local organizations which are permanent, democratically run, and are able to take action on problems in the immediate area as well as city wide. Through neighborhood

organizing, ACORN members build power, respect, and dignity for low income people, while achieving specific reforms in the community.

Since its founding, Boston ACORN has successfully organized around numerous local and city wide issues.

* In the early 1980s 11 ACORN families squatted in abandoned houses and eventually won deeds, ACORN tenants of local HUD subsidized buildings (Grant Management) won more than \$6 million for repair work on their buildings and local group campaigns that resulted in the clean up of illegal dumping sites in Dorchester, the installation of new traffic lights on various streets in Roxbury and Dorchester and the extension of library hours in Mattapan.

* ACORN's 1985 Homesteading Campaign culminated in a community meeting with Mayor Flynn attended by 350 ACORN members. This forced the city to substantially alter the Residential Development Program to include homeownership guarantees for low income people previously overlooked by the program.

* From 1985 to 1988 ACORN worked on a series of Rape Prevention Campaigns. Floodlights were installed in Roxbury's Scoble Park and \$250,000 in funds for repairs were committed when members met with police and parks department representatives within 48 hours of a rape at the park. After a series of rapes in the Glenway-Harvard area of Dorchester, members held meetings and marches with city officials leading to the clean up of all the vacant lots in the area, the assignment of foot patrols in the community for the first time in over 10 years; street lights were repaired and 2 rapists were apprehended. This campaign led to further study which allowed ACORN members to expose the prevalence of sexual assault in Boston's minority communities. They then lobbied, marched, and negotiated to win additional funding for area Rape Prevention Centers, the hiring of a new Police Sexual Assault Prevention Officer, the hiring of a full time Neighborhood Services liaison to ACORN, and the opening of the Area B substation in Dorchester.

* From 1988 to the present ACORN members have worked to prevent crime and violence in their communities, with a particular focus on area youth. The group has successfully lobbied city council members for increases in the police and youth services budgets, in particular winning more funding for youth outreach workers and establishing funding for the Grove Hall Youth Center. ACORN members also fought and won a battle for "in school detention" rather than having suspended students out in the street, and improvements in the notification of parents whose children are absent from school. They have also created a program with the Medical Foundation and the Boston Public Schools which allows parents to receive training and then get paid to run drug awareness workshops in their own communities. ACORN members also worked to get the DARE anti-drug program expanded to cover every 5th grade class in the city.

* In addition ACORN members have recently won lending agreements with Citizens Bank and Shawmut Bank creating a loan counseling

program and below interest mortgage products with multi-million dollar lending commitments for low income borrowers.

B. ACORN members realized that they could not be about developing communities without also developing schools. The city wide ACORN board, after numerous membership discussions at local neighborhood meetings, has decided to move forward with organizing an ACORN school. In Brooklyn, NY ACORN members have already organized 2 ACORN schools (they are not charter schools) and are starting 2 more high schools in the fall of 94. We have plans to apply for charters in other states as well.

C. We will not be recruiting any other school founders.

8) Timetable:

A. We hope to receive a charter and have a targeted school by the fall of 94 and open the school in the fall of 95. We have already begun meeting with different principals, teachers and administrators from schools in our neighborhoods.

B. Not applicable.

9) Evidence of Support:

A. In the communities where we have waged campaigns on banking, housing, safety and neighborhood services, our members have expressed an interest in developing community schools. These neighborhoods include Roxbury, North Dorchester and Mattapan. At numerous neighborhood meetings, at committee meetings and at board meetings members have discussed the issue of school reform at length and all are interested in revitalizing the neighborhood schools. We currently have over 2300 ACORN members in those neighborhoods and we are growing at a rate of about a 100 members a month.

B. We have included letters of support at the end of the application.

10) Educational Program:

A. The educational program will follow the same curriculum and grade level for all students in the state. However, the delivery of the instructional program will be done by a group of teachers with the students also working in groups. The teachers will have the same students for 3 to 4 years and all students will be required to perform one hour of community service work a week.

The following programs will be offered:

- * Mentoring programs
- * Apprenticeship programs
- * Internship programs
- * Peer power programs
- * Conflict resolution classes

A major objective will focus on group responsibility. In addition, the school will focus on developing sophisticated communication skills and traditional content area skills, teaching responsibilities that affect the welfare of others, teaching students to function as productive adults and to use their immediate environment as a source of information. There will be no tracking at the ACORN school; students who need extra help and guidance will be assisted in after school programs.

B. The basis for the teaching methods used is fostering individual and group responsibility, learning how to use conflict resolution and developing community and political awareness. The improvement of the community and the development of other community institutions is very important.

C. The school calendar and hours of operation will be determined by the Board of Trustees, the staff of the school, parent and students at "Town Hall" meetings. The hours and dates will be within the teachers' and principals' unions guidelines.

11) Student Performance:

A. Student performance will be assessed through portfolios of work, peer evaluations, mentor evaluations, standardized tests, writing samples, individual teacher evaluations and team teacher or group evaluations.

B. Underperforming students will have after school programs and individual tutoring available to them.

C. The development of skills will be determined through standardized tests, mentor evaluations, group evaluations and performance.

12) School Evaluation:

A. Students will identify their own weaknesses and strengths and parents will also identify their children's weaknesses and strengths. Teachers will do the same. Group or team leaders will meet with parents for assessment evaluations. Students will issue themselves report cards and the school will develop an additional report card.

B. Regular dialogue will be established through town hall meetings, newsletters, calls, flyers, parent-teacher meetings,

group meetings with parents and regular counseling sessions with parents, teachers, students and ACORN advisors. The flyers, newsletters and calls will not just be used to connect parents to what is happening at the school, but they will also be geared toward increasing community involvement in school activities.

There will also be semi-weekly or monthly parent development meetings, where parents get together to discuss school related issues. Focus here will not just be on the local school, but on city wide and state wide education issues as well as understanding of federal funding of schools. Ideas will be exchanged and campaigns developed around these issues and parents' concerns. Though these meetings are geared for parents, community members will be encouraged to go and participate.

13) Human Resource Information:

A. Union guidelines will be followed for teacher recruitment and selection. The only exception is that teachers and administrators need to choose to be a part of the ACORN school and must be in agreement with the philosophy of the school.

Teacher certification will be the same as mandated by the state. Exemptions will only be made for apprenticeships, internships and mentors. Targeted staff size for 250 children is a professional staff of 8 to 14 teachers and administrators along with 6 to 8 para-professionals and ancillary staff.

B. The type of evaluation and how often it occurs will be determined by the Board of Trustees, the site based management team, the staff, a core of parents and ACORN Board members. The site based management team includes elected community members, parents, teachers, students, and the Principal of the school. In the initial development of the school, evaluation procedures will be determined by these groups. When the Board of Trustees is elected, it will oversee this process and make any changes it sees fit.

C. All employee information and benefits will be determined by the union agreement with the exception of the people who participate in the internship, apprenticeship and mentor programs. They will be under a contractual labor agreement as determined by the above mentioned bodies.

Staff development will be determined by the Board of Trustees, staff, site based management team, parents and ACORN Board members. The nature and type of activities will need to be determined by all of these people.

14) School Governance:

A. The management team will consist of the Board of Trustees, the site based management team, the administrative staff and the lead teachers from every team. No outside groups will be contracted.

B. The Board of Trustees will be elected by all of the parents with children in the school and by all of the community residents within the school's geographic area. Representation would include teachers, parents and community members. Notification of the elections would begin at least two months prior to the election date and would be widely publicized, both to get people to vote and to run.

C. The Board is responsible for the following duties:

- * Monitoring progress
- * Working with the staff to develop the curriculum
- * Determining personnel matters
- * Working with parents to develop policies and procedures
- * Setting up processes for human relations and publicity
- * Networking with universities
- * Securing grants from private businesses and foundations
- * Advertising elections
- * Working with city and state governments to comply with rules and regulations

D. Together the Board, lead teachers, administrators and parents are all part of the management team. They will meet regularly with other teachers and students. They will also be evaluated by other teachers, students and community members and given recommendations from them.

E. Parents will work directly with the Board of Trustees and some will be on the Board. Parents and students will also be on the site based management team. Any major decisions proposed by the Board of Trustees, site based management teams, student council, parents or teachers will need to be voted on by the entire student body, by the parents, and by the community.

F. Ideally, on the first floor of the ACORN school, there will be branches of all social service offices, a health services office and an office for the police community service officers. In this way the school will serve the community and community members will begin interacting with the school.

Community members would be mentors in the school and would furnish internships and apprenticeships. There will be a designated number of nights for community activities and for joint activities.

Community members will take part in electing the Board of Trustees and members of the community will also sit on the Board. Community members will also be allowed to vote on major decisions affecting the school, such as uniform discipline codes, field trip activities, and major curriculum changes.

The focus on group learning will also enable both parents and community members to participate more in the classroom assisting teachers.

The students will also be fulfilling their community service requirements and interacting with neighborhood residents in this way as well.

15) Building Options:

A. We are exploring existing community buildings for possible conversion into small school space and we are also looking at existing schools with the possibility of reorganizing one to create a school-within-a-school format.

B. Any site within a low and moderate income neighborhood would be suitable.

C. We are currently in meetings and discussions with public school officials, teachers and administrators.

D. We have no financing plans.

Key Elements of ACORN Schools

Through meetings, workshops and visits to other model schools, we have developed a list of the key elements of the kinds of schools we are working to establish in our communities. This list includes:

1. Alternatives to tracking -- We support heterogeneous groupings, cooperative learning, mainstreaming and other alternatives to tracking. We support cross-age groupings which allow different children to progress at their own pace, so no one feels bored or left behind. We think high academic standards should be set for all children, not just for a few that are identified as gifted. We think all children, but especially those in need of remedial help should have the opportunity to participate in enriched educational experiences
2. Restructured classrooms -- We want to minimize the time spent on whole-class instruction. In every classroom, there are children with a wide range of interests and abilities. Expecting everyone to learn the same thing at the same pace does not work. The classroom teacher must serve as an organizer and facilitator for students working cooperatively, in small groups and individually. Students must become more self-directed in their educations; they should be involved in establishing classroom rules and procedures, and in planning their time at school. The physical set-up of the classroom should allow for small group activities, individual one-on-one help, as well as activities involving the entire class at the same time. The policies and schedules of the larger school must support this change in classroom practice.
3. Alternative measures of student achievement -- We expect for our children to perform well on standardized tests. At the same time, we recognize the limits of these measures. We favor a system which assigns 1/3 weight to pencil and paper tests, 1/3 weight to teacher evaluations, and 1/3 weight to student portfolios and projects. We expect staff to teach our children how to do well on these tests, without overly distorting the rest of the school's curriculum.
4. Multiculturalism -- We want both a curriculum and a school atmosphere that respects the diverse ethnic heritages of our children. Teachers may need help in identifying reading materials, music, films and other resources, as well as training in methods of exploring their students' cultures. We want students to value and learn about their own communities and histories. We also want our children to learn a second language.
5. Collaboration among teachers -- Just creating small schools is not enough to insure quality education. Small schools can work because they provide an opportunity for the whole school community to work together in restructuring a school. There must be substantial time for collective planning and for staff development so that our teachers will get better and better at their jobs. We would like to see ways for interested teachers from different schools to network, work together on curriculum and receive on-site assistance. While we've got to find ways to arrange class coverage at lunchtime and certain other times so that staff can meet, we know that we are looking for a special breed of teacher who is willing to put substantial extra hours into classroom preparation.
6. Active learning by students -- We like hands-on science and math activities, social studies assignments that take children out into the community, whole language and other approaches to reading that engage children in writing journals, books, plays and other means of self-expression which expose children to real literature, not just basal readers. We think homework assignments should focus more on these kind of activities and less on repetitive drills, fill in the blanks, and solving the same math problems over and over again.
7. Accountability to parents -- Staff, in consultation with parents and students, must define

1) objectives for the school, 2) specific results they plan to accomplish, 3) ways they'll measure progress, and 4) plans for accomplishing these results. There must be regular reporting to the entire parent body on progress, both in terms of the overall school and individual students. There should be in-depth discussion with parents about issues where parents may have strong opinions, such as behavior codes.

8. Small schools -- Most public schools are so big that everyone feels anonymous. We want our schools to be small so everyone can know each other, somewhere in the 200 to 300 student range. While we know we can't put everyone in separate, smaller school buildings, we can look for ways to divide-up larger buildings into smaller, self-contained mini-schools sharing cafeterias, playgrounds and other common facilities. This is especially important at the middle school and high school level: we think these most middle schools and high schools are too big and too anonymous to successfully educate adolescents. Beside reducing the overall size of the school, we like the approach of assigning 10 to 15 students to "advisors" who can meet several times a week to discuss issues students need to deal with. This advisory system should also draw on other adults, especially non-pedagogical staff, to give them a valued role within the school.

Choice. Parents, teachers and students must be able to voluntarily choose to be part of our schools. We don't want this forced on anyone. We would like to have a corridor of classrooms providing this educational option for every grade level within every school. If that isn't possible, we want to restructure zoning within districts to enable parents to attend neighboring schools which provide such options.

9. Respect for low-to-moderate income families -- Parents need to be welcome in the schools as volunteers, active in their own children's learning and involved in helping set the overall direction of the school. By recruiting parents as guest instructors, to share their knowledge, experience, and values, schools communicate basic respect for the students and their families.

ACORN SCHOOLS

WHAT WE EXPECT FROM OUR HIGH SCHOOL GRADUATES

We expect for every student who enters an ACORN High School to graduate.

When students graduate from an ACORN High School we expect them to know, to understand and to be able to do the following:

- 1) To know how to think critically and analytically
- 2) To know how to ask questions and find and use the information they'll need for life
- 3) To communicate their thoughts clearly both orally and in writing
- 4) To be able to write a clear concise essay with an introduction and a conclusion
- 5) To read, write, do math and other basic subjects at or above grade level
- 6) To have hands-on experience with various types of career opportunities and higher education, including those in corporate, small business, non-profit and public sectors.
- 7) To know what their goals and expectations are and to have a concrete plan for accomplishing them
- 8) To know the history, background and contribution of their own ethnic group and of others.
- 9) To know how our system of government works, to understand their responsibilities and rights and how to organize effectively to improve their communities.
- 10) To be able to enter college without needing remedial courses.
- 11) To know how to develop a resume and successfully handle a job or college interview.
- 12) To pass the standardized tests they need for graduation and college admission.
- 13) To develop skills and talents through music, dance, physical education, not just academics
- 14) To think for themselves and understand how to deal with peer pressure
- 15) To know how to communicate with their teachers and other students
- 16) To learn respect for themselves and for others
- 17) To learn how they and their parents can make a difference
- 18) To be able to communicate effectively in a second language

9/30/93

To Whom it May Concern:

I Sandra Hudson have heard about the steps to start a Charter School in my neighborhood and I firmly support it. The current leaves much to be desired in the way of programs, Resources, and Technology.

Thank You

Sandra Hudson

To whom it may CONCERN

I JACQUELINE Watson firmly support
HUMAN affect to up trend & charter
school in my neighborhood, the current LEZURES
much to be desire in the way of program,
Pinsources, and technology.

Thank You
Jacqueline Watson

February 13, 1994

SANDRA MOMON

26 VINSON ST

BOSTON MA 02124

PICARD ROBERTSON

SECRETARY OF EDUCATION

EXECUTIVE OFFICE OF EDUCATION

ONE NEWBURY PL RM 1401

BOSTON MA 02108

Dear Secretary,

I AM WRITING TO SUPPORT ACORN
THEIR MOVE TO SET UP AN ACORN CHARTER
SCHOOL IN MY NEIGHBORHOOD. THE CURRICULUM
SCHOOL PROGRAMS AND RESOURCES IN MY NEI
HOOD ARE SEVERELY LACKING.

CHILDREN IN MY NEIGHBORHOOD DO NOT BENEFIT
FROM THE VERY SCHOOLS IN THEIR OWN AREA.
AN ACORN CHARTER SCHOOL WOULD HELP IMPROVE
CONDITIONS IN MY NEIGHBORHOOD.

Sandra Momon

John Jenkins
50 Taunton Ave
Hyde Park MA

Richard Robertson
Secretary of Education
One Ashburton Pl
Boston MA 02108

Dear Mr Robertson

I am a parent of a child in the Boston Public Schools. I support the ACOEN Charter school idea because my child does not get the support and services she needs at her school. All she gets is a long bus ride back and forth. A Charter school in the area would not only benefit my daughter but the other kids in the neighborhood.

John Jenkins

Dear Ms. Robertson,

I firmly support a seffix to
obtain a charter school in

my Neighborhood

The Neighborhood Schools Need
to be upgraded and improved in
teckin goley and a diffeent
~~stitt~~ medoths of Teaching no
every one is able to grasp w
The same Tetecknet

Some children Need more hom
on approach. So I support a charter
school, my children are moth
and fathers them selve so pleas
do it for the grand children
if this school was in the com
with ~~the~~ community ties, it would m
ahh ~~the~~ difference in t
world

Angie L Wilke's
199 Woodrow Ave. Dor.

Liedad F. Robertson, Secretary of Ed.
Executive Office of Education
One Ashburton Place, Rm 1401
Boston, Ma 02108

Dear Secretary,

I firmly support Acom's efforts to obtain a Charter school, because my neighbourhood. School leaders much to be desired in the way of programs, resources and technology. We would like to see our neighbourhood School improved as a way of upgrading our community. Our children are being bussed outside of our community to attend a School where it is difficult for us as parents to become an active participants in the Community it serves. I am tired of our children being bussed into an area where we have no ties, no relationships and no power to change the things we don't like.

An Acom School would bring all of the above into my Community and allow families to help govern the neighbourhood School.

Mrs. Loudalia O'Bryon,
75 Evans St Dorchester

R. F. Robertson

Feb. 14 - 1994

EXECUTIVE Office of Education
ONE Ashbourn Pl. R M 1401
Boston, Ma. 02108

Dear Mr. Robertson,

I Susan M. Coran support A C O R N
Schools, because I think all schools should
be the same and a child should not have
to be Busted out of the Community
to get a Education. I have Grand
Children Busted out of the Community.
An A C O R N School would help build up the
Community with the involvement of Parents & Teacher

Yours Truly
Susan M. Coran
50 EVANS ST DORCH

2/14/94

Dear Madam,

I'm writing this letter on behalf of the Acan school. I very much support the Acan school. I have one daughter in BPS & two daughters in Metro. I feel that it will be beneficial to me as my children will not have to get up at 5:00 AM in the morning to Metro to get a good Education. We need a really good school in the neighborhood and I think Acan will provide that.

Sincerely your
Betty B. Ward
18 Crowell St
Dorchester

2-14-94

Dear Madam,
I'm writing this letter because I am very much interested in ACORN obtaining a charter and starting a charter school in my neighborhood. I have one son who has been bused for the last six years, because I don't feel that he can get the quality of education in my neighborhood. A ACORN school I think would be more responsive to his needs.

Thank You
Felicie M. Fields

15 Thetford Ave
Dorchester

Reed F. Robertson, Secretary of Education
Executive Office of Education
One Columbus Place, Rm. 1401
Boston, MA 02108

Dear Ms. Robertson,

I firmly support ACORN's efforts to obtain a charter school because my neighborhood school leaves much to be desired in the way of programs, resources and Technology. We would like to see our neighborhood school improved as a way of upgrading our community.

My grandson is being bused outside of my community to attend a school ~~at~~ where it is difficult for me and my daughter to become active participants in the community it serves. I am tired of my children being bused into an area where I have no ties, no relationships and no power to change the things I don't like.

An ACORN School would bring all of the above into my community and allow families to govern the neighborhood school.

Sincerely,
Mrs. J. W. Field
15 Thetford Ave Dor.

Fiedad F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place, Rm 1401
Boston, Ma. 02108

Dear **Ms.** Robertson,

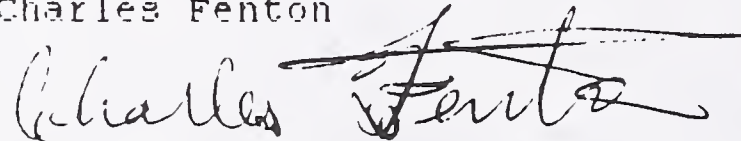
I firmly support ACORN's efforts to obtain a Charter school because my neighborhood school leaves much to be desired in the way of programs, resources, and technology. We would like to see our neighborhood schools improved as a way of upgrading our community.

My son is being bused outside of my community to attend a school where it is difficult for me and him to become active participants in the community it serves.

An ACORN school would bring all of the above into my community and allow families to help govern the neighborhood school.

Sincerely,

Charles Fenton

A handwritten signature in cursive script that reads "Charles Fenton". The signature is written in dark ink and is positioned above the printed address.

49 Wentworth St
Dorchester

Feb. 12, 1994

Piedad F. Robertson, Secretary of Education
Executive Office of Education
One Ashburton Place, Rm. 1401

Dear Secretary,

I Patricia Hurd support ACORN's efforts to obtain a charter school because my neighborhood school leaves much to be desired in the way of programs, resources and technology. I would like to see our neighborhood schools improved as a way of upgrading our community. I was being bused out of my community to attend a school outside of my community to attend a school where it ^{was} difficult for me to become an active participant in the community it serves. I am tired of the children in my community being bused into areas where they have no ties or relationships and no power to change the things they don't like.

An ACORN School would all of the above into my community and allow families to help govern the neighborhood schools.

Sincerely,

Patricia Hurd
60 Edson St Dorchester

Richard F. Robertson, Secy of Education -
Executive Office of Education
One Ashburton Place, Rm. 1401
Boston, Mass. 02108

Dear Secretary,

I firmly support Acorn's efforts to obtain a charter school, because my neighborhood school(s) leaves much to be desired in the way of programs, resources, and technology. We would like to see our neighborhood school(s) improved as a way of upgrading our community.

I have three children in the Boston Public Schools, which one is being bused across the city. It is difficult for my

(2)

wife and me to become active participants in the community where our son goes to school. I am tired of my children being taught less than the children in suburban schools.

An open school would bring ties, relationships, and power to change things in my community and allow families to help govern the neighborhood school(s).

Sincerely yours,
Alan D. Toth

7043 010

